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ABSTRACT

The aims and tasks of a set of research and development studies carried out at the Malmo School of Education at Lund University in Sweden, under the umbrella term "Preparedness for peace," are outlined. The general aim of the studies was to increase knowledge of possible ways of helping children and young people at school to deal constructively with questions of war and peace. The work involved a variety of tasks, for example: (1) an inventory and analysis of experiences of peace education in different countries; (2) studies of conceptions (peace, war, enemy images) among children and young people; (3) a collection and analysis of viewpoints on the role of schools in pursuit of "preparedness for peace"; (4) documentation and experiments focusing on practical ways in which schools can organize peace-oriented activities; and (5) publication of brief information pamphlets from the project work that might be used to stimulate discussion and to generate ideas among teachers and teacher trainees. The document has a 124-item reference list of pamphlets and reports. (DB)

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TOWARDS A RATIONALE AND A DIDACTICS OF PEACE EDUCATION

Progress Notes (1990) on the Project
Preparedness for Peace in Sweden

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TOWARDS A RATIONALE AND A DIDACTICS OF PEACE EDUCATION

Progress Notes (1990) on the Project "Preparedness for Peace" in Sweden

Åke Bjerstedt

This paper presents the aims and tasks of a set of research and development studies carried out at the Malmö School of Education in Sweden, under the umbrella term "Preparedness for peace". The general aim is to increase our knowledge of possible ways of helping children and young people at school to deal constructively with questions of war and peace.

The work involves a variety of tasks, for example: (1) An inventory and analysis of experiences of peace education in different countries. (2) Studies of conceptions (conceptions of peace and war, enemy images etc.) among children and young people. (3) A collection and analysis of viewpoints on the role of schools in pursuit of "preparedness for peace". (4) Documentation and experiments focusing on practical ways in which schools can organize peace-oriented activities. (5) Publication of brief information pamphlets from the project work that might be used to stimulate discussion and to generate ideas among teachers and teacher trainees. – So far, about 120 reports and pamphlets have been published (a list of references is included).

TOWARDS A RATIONALE AND A DIDACTICS OF PEACE EDUCATION

Progress Notes (1990) on the Project "Preparedness for Peace" in Sweden

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Background

What kind of *ambitions* do teachers have when they work with peace education? When this question is discussed with active school teachers, a great variety of answers are given. Obviously, there is no general agreement. I will briefly illustrate four different types of answer which appear in such discussions.

First type of answer: The teacher wants to give children and young people an *opportunity to express their feelings*, their anxious thoughts about the possibility of a destructive nuclear war – feelings and thoughts evoked by, for example, a TV program. The teacher wishes to give them an opportunity to verbalize their anxiety and to support them by making them realize that other people (e.g. their classmates, the teacher) share their feelings and also find it important to talk about these problems. The particular aim in this specific case can perhaps be described as "therapeutic". This is an understandable and worthwhile aim, especially since many studies, in Sweden as well as in several other countries, show that children are often worried about the possibility of a nuclear war, pessimistic about the future of the world and concerned about the

fact that many adults do not seem to care. This, however, is a fairly limited goal for peace education.

Second type of answer: The teacher simply wants to give students *knowledge of an important sector of today's reality*, i.e. the present international situation, as part of their orientation in the contemporary world. This is probably the least controversial way of formulating the aim of peace education. Again, such knowledge is, of course, an important part of peace education, but describing the aim in this way results – as I see it – in too narrow a perspective.

Third type of answer: The teacher wishes to give students such insights and skills as to *make them optimally prepared to function "peacefully" in their relations with other people*. This type of formulation consequently emphasizes "personal peacefulness", which is, of course, a worthwhile aim in its own right. However, most of you probably agree with me when I claim that this aim is too limited to cover what we want to achieve with peace education.

Fourth type of answer: The teacher wishes to promote in the pupils such insights, skills and values as to *make them optimally prepared to be willing and able to work for peaceful solutions and against violent solutions at all levels* (personal, intergroup, international) as future citizens.

To sum up this brief discussion of teacher ambitions, I believe that all the four tasks mentioned above are worthwhile and legitimate in our schools. The comprehensive aim expressed in the last formulation is, however, the most important one in the long run. Here peace education means not only education *about* peace, but education *for* peace; not only preparation for actions in the *personal* arena, but also preparation for actions in a *wider*, political arena. The goal is a general preparedness for peace, which is, of course, a difficult and demanding task.

In Sweden, there are very explicit official recommendations that school teachers should work with peace education. For example, a special booklet about this has been published by the Swedish National Board of Education. The existence of such explicit support makes it legitimate for teachers to work with peace education. Very few teachers, however, have been trained in this field, and many feel uncertain about how to do it. It is also generally true, I think, that we do not know enough about the best ways of dealing effectively with peace education.

Looking at the international literature on peace education, we find many publications in which these problems are now being discussed. There are many conceptual analyses relating to peace and peace education, and quite a few attempts have been made to compile teaching materials in this field. So far, however, there have been relatively few attempts to study empirically and in

detail the various prerequisites for adequate peace education, or to follow up systematically and evaluate teaching experiments in this area. In other words, there is a substantial need for more educational and psychological research in the field of peace education.

A set of studies in Malmö: An introductory note

The situation described is part of the general background of the studies which we are involved in at the Malmö School of Education on the subject of peace education in schools. We have used the term "Preparedness for Peace" as an umbrella heading. The main body of the work is currently being carried out as projects financed by the Swedish National Board of Education. Around this nucleus, certain supplementary activities are being conducted by others than project members, which means that we are a fairly informal special-interest group.

This presentation will not focus on specific results, but rather on a general description of the kind of work we are trying to do, giving references to publications where more detailed information is available.

Five major tasks

The overriding *aim* of the project and of our group is to increase our knowledge of possible ways to help children and young people at school to deal constructively with questions of war and peace, and to promote a general "preparedness for peace".

This general purpose could be linked with several different, concrete strategies of investigation. We had to make some choices, and after the introductory planning we focused our work on five major tasks.

First I will describe the *five working areas* briefly and generally, and then I will return to some of them providing more concrete information about what we have achieved so far.

First area: Inventory and analysis of experiences and related research in various countries. This means finding out in some detail what discussions have been held, and what actions have been taken in this problem area in different countries. There is no established, clear-cut research tradition to go by. Instead, these questions have been dealt with in many different contexts (in

various branches of study and through publication in many kinds of reports, proceedings and bulletins which are sometimes hard to obtain), which makes an inventory and an integration especially important. In addition to the *inventory of literature*, we have also found it valuable to collect supplementary information by means of an *international survey*.

Second area: Studies of conceptions (conceptions of peace and war, enemy images, ideas on how to work for peace, etc.). The basic idea is that it is reasonable to assume that a teacher has a better chance of acting efficiently and effectively if he or she can relate the teaching to existing conceptions. There is probably a better chance of making recommendations of a more general kind about the character of educational input at different age levels if these recommendations are based on knowledge of typical ideas.

Third area: Explorations of viewpoints concerning the role of school in trying to promote "preparedness for peace". Here, the principal task is to collect and generate ideas in contact with people who have a practical or theoretical interest in peace education. What ideas and recommendations concerning steps and measures in the peace education process can be supplied by people who have worked with some kind of peace education or peace research?

Fourth area: Studies of the ways in which schools actually treat and can treat peace and war, and work for "preparedness for peace" in general. Here the general idea is to study and systematically evaluate various types of attempts to deal practically with the task of peace education in the classroom situation. This is a tremendously large working area, and in our present studies we can, of course, only address a few of the many possibilities.

Fifth area: A variety of project publications. The aim of the project is to generate several kinds of "products", such as bibliographies, reports of empirical research, and teacher's guides. In particular, it is our ambition to publish a number of brief information pamphlets from the project work that may be used to stimulate discussion and the generation of ideas among teachers and teacher trainees.

Some tentative conceptual analyses

As part of our background work for the project, we have had to think about possible and reasonable ways of conceptualizing "peace education", since there is considerable variation in the literature and among individuals involved in the field.

Box 1 presents a simplified analysis illustrating forms of violence, related tasks for peace work in general and related areas of peace education. I will make a few brief comments without going through this schema in detail. - Physical violence is, of course, a central problem and concern; the task for peace work in general (for politicians, for the peace movement etc.) would be to aim at a conversion from excessive military production and armament to civilian production and disarmament. Related peace-education areas would be "disarmament education" and training in non-violent conflict resolution. This must be a central part of global efforts of peace education as long as the world looks as it does today.

But the notion of peace usually does not only cover the absence of physical violence ("minimal peace"), but often also the presence of justice, solidarity and caring (or, formulated in other terms: the absence of economic/political violence, the absence of psychological violence, and the absence of ecological violence; "extended peace"). Other parts of Box 1 illustrate these other aspects and related peace education areas. - It should also be noted that some educational efforts cut across the columns of this analysis. "Empowerment education" (education that makes young people feel *able* to deal with these problems) and a value perspective that means that everybody has a responsibility to deal with these aspects of our common world are central issues in all our work. We have used the term "world citizen responsibility" in the latter context.

The educational areas dealt with in Box 1 represent a very broad spectrum. Many people would agree that these are important tasks for today's schools; but some of these people would not like to use the term "peace education" as an umbrella term to cover it all.

Focusing on the major objectives of peace education, we have found it useful to analyze and break them down in the way illustrated in Box 2.

As you can see, we start from three psychological aspects, given as headings for three columns: cognitive components (knowledge, conceptions), value perspectives and forms of preparedness for action.

In addition, we have used four content-related areas in this analysis, presented in Box 1 as headings of rows: they are briefly and tentatively labelled "Preparedness for Non-Violence", "World Citizen Responsibility", "Egalitarian Attitudes" and "Readiness to Search Critically for Alternatives".

Even though this attempt to divide the field into twelve sub-areas gives more information than the broad heading of "peace education", each sub-area is still fairly large. This means that the sub-goal categories should be further broken down into more specific and concrete formulations of objectives. In Box 3,

some examples are given of how this may be done. Here we have started from one of the twelve cells, in this case "preparedness for non-violence" – "cognitive aspects", and illustrated this by eleven sub-goal formulations. These can be a more useful starting-point for discussions.

Box 1.

Forms of Violence, Tasks for Peace Work, and Examples of Related Peace Education Areas
(Simplified overview)

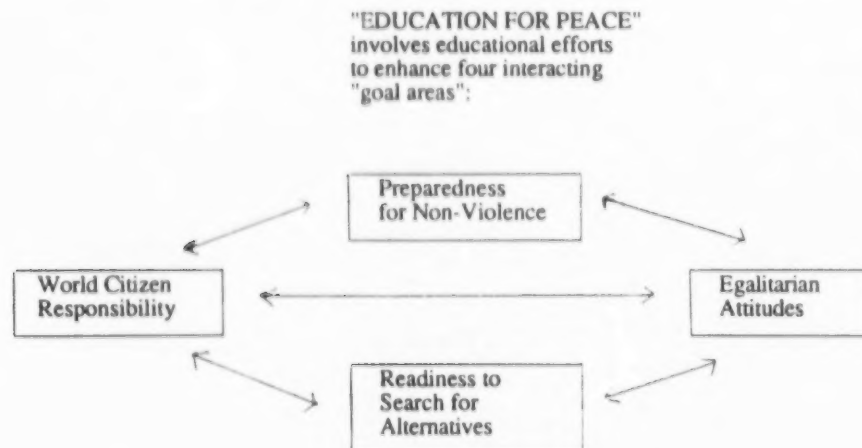
<i>Forms of violence:</i> (1-3: "Homosphere")		(4 "Biosphere")		
	1. Physical	2. Economic/ political ("structural")	3. Psychological	4. Ecological
<i>Problem levels:</i>				
A. Global, international	Nuclear war "Conventional war"	Inequalities	Intolerance Prejudice Enemy images	Pollution Overuse of resources
B. National, regional etc.	Civil war Violent crime			
C. Personal	Suicide Drug abuse	Powerless- ness	Alienation Anxiety	Overconsumption
<i>Tasks for peace work:</i>				
Conversion from:	Military products Armaments	Economic exploitation Violation of human rights	Narrow acceptance ("closed in-group")	"Extractive" attitude Short-range goals
to:	Civilian products Disarmament	New economic world order Human rights	Broad solidarity	Future consciousness Ecological care
<i>Related peace education areas (examples):</i>	Disarmament education Training of conflict resolution and communication skills	Development education Human rights education	Multicultural education	Environmental education Consumer education
Empowerment education ("broadened perceived ability") Education for world citizen responsibility ("broadened perceived responsibility")				

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Box 2.

Preparedness for Peace: Preparedness for Non-Violence, World Citizen Responsibility, Egalitarian Attitudes, and Readiness to Search for Alternatives - A Schematic Presentation of Some Components Relevant to Peace Education.

	Cognitive Aspects	Value Perspectives	Preparedness for Action
Preparedness for Non-Violence	Insights into the instabilities and risks of violence-based solutions	Non-violence ethics	Willingness and ambition to work for peace and against violence-based solutions
World Citizen Responsibility	Intercultural awareness; global/ecological perspectives	"Global ethics"; "human rights"	Broad field of responsibility; involvement in the development of the world society
Egalitarian Attitudes	Insights about present injustice and lack of equality; awareness of prejudice	Equality ideal	Readiness to work for justice and more equal distribution
Readiness to Search Critically for Alternatives	Ability to look critically at historical and present developments; ability to generate alternative visions	"Shaping the future is our common task"	Readiness to develop and work for alternative visions in cooperation with others



Box 3.

Suggestions for Sub-Goal Formulations (for one of the twelve areas: "Preparedness for Non-Violence - Cognitive Aspects")

- (1) *The student should have historical and current knowledge about war and peace and insights into the instabilities and risks of violence-based solutions.*
 - (1.1) The students should have knowledge about a number of wars, including the Second World War, some insight into the intricacies of causes and consequences, and some understanding of how these wars were experienced by those involved (soldiers, civilian populations).
 - (1.2) The student should be acquainted with the "arms race" during the period after World War II, with the attempts to negotiate on disarmament that have been made and with some of the results and non-results of these negotiations.
 - (1.3) The student should be informed about major aspects of the military and non-military defence policy of his/her own country as well as about various current alternative opinions, the peace debate and the peace movements.
 - (1.4) The student should realize the enormous costs involved in the armaments of the world today and the consequences of the military investments for other aspects of world development.
 - (1.5) The student should be aware that wars are not inevitable but usually initiated by some decision-makers as a way of solving conflicts.
 - (1.6) The students should be acquainted with the possible effects and consequences of a modern war, including a nuclear war, and be aware that these effects and consequences make wars unacceptable as conflict solution measures.
 - (1.7) The students should be aware that wars are often idealized and described in heroic terms in the mass media and books in a way that conceals the fear and suffering inherent in mass violence.
 - (1.8) The student should realize that wars are often preceded by extensive propaganda with images of the enemy far removed from reality, and should have acquired some skill in recognizing and criticizing biased, propagandistic materials.
 - (1.9) The student should have some knowledge of the "spiral of violence", that violence breeds counter-violence, that oppression very easily leads to violent reactions etc.
 - (1.10) The student should also be aware that many international conflicts do *not* lead to wars and should have some acquaintance with those alternative strategies that have led to non-violent conflict solutions.
 - (1.11) The student should know that when two countries (or other collective units) consider themselves to be "enemies", an essential strategy towards more positive relations is to increase (rather than decrease) attempts at communication and cooperation on equal terms.
-

Glimpses from our work so far

To some extent the various tasks described (see p. 5) are carried out in parallel tracks. At the same time it has been natural to let task 1 dominate in the initial stage (the inventory work) and not to start more detailed work on task 4 until we have gained some experience from working with tasks 2 och 3.

The reports and pamphlets issued so far are listed in the references at the end of this presentation. Those wishing further information about our project are referred to these publications (obtainable from our department; see ordering address at the head of the reference list).

I will now proceed to give some glimpses of the concrete work done so far in the project, and mention some of the reports that provide further details.

A compilation of guides to the literature

The first main task of the project has been to make an inventory, an analysis and a documentation of relevant international literature in the field. So far, we have compiled *three main types of aids* for teachers and fellow researchers: (1) a bibliography, (2) collections of abstracts, and (3) "mini-portraits" (more detailed presentations of some important works or specific groups of works).

Bibliography: The most recent bibliography is given in Reference 36 (see Reference List). Examples of various kinds of literature (especially in English, German and the Scandinavian languages) have been listed and classified as to their content. Short introductory commentaries (in English and Swedish) are provided, but individual references are not annotated.

Collections of abstracts: In other reports we have collected brief summaries of reports, books and articles in the field. In a previous project we compiled a collection of abstracts in English, mainly referring to works published between 1966 and 1975 (see Reference 41). We have now put together a similar, but more comprehensive, presentation of abstracts in English referring to works published between 1976 and 1986 and containing some 300 items (Reference 42). A collection of abstracts in Swedish, with greater emphasis on Swedish publications, has also been published (Reference 43).

"Mini-portraits": We have called the third type of guides to the literature "mini-portraits". Here we have selected a number of characteristic and interesting works for more detailed comment and analysis; single works or groups of related works are then dealt with in separate pamphlets. So far, about twenty such analyses have been published (see, for example, References 9-10, 59, 86-90, 94-98, 101, 113 and 124). They cover, among other things,

peace education efforts in Austria, Czechoslovakia, East Germany, India, the Netherlands, Poland, Switzerland, the United States, and West Germany. Recent doctoral theses in the field (by Birgit Brock-Utne from Norway and Lennart Vriens from the Netherlands) have been summarized and commented upon in pamphlets of this type (References 11 and 116).

An international questionnaire study

An international questionnaire was sent out in order to obtain a somewhat more comprehensive and up-to-date picture of experiences in the field of peace education around the world. It was addressed to ministries of education (or the corresponding school authorities) in different countries. We asked for information about the status of peace education in the country in question, and we also expressed a wish to receive relevant documents for examination. Our best source of information on this study is "Peace Education in Different Countries", a small book in English (Reference 26).

One of the main impressions of the questionnaire study is that the role of peace education in schools is currently attracting a great deal of interest in many countries, especially in Europe. Ten or fifteen years ago, discussions of peace education in schools were rare, whereas school policy documents in several countries today refer explicitly to peace education as an important task for schools. An increasing implementation – and "legalization" – of peace education can be observed in schools. At the same time, it is still often considered a controversial subject, which may be clearly seen in clippings of debates in newspapers in a number of countries.

Developmental studies of conceptions in the field of peace and war

Studies of the conceptions of children and young people in the field of peace and war are one of our major interest areas in the project. First, we carried out and published some pilot studies (see References 3, 22 and 77). Second, we also collected more extensive data covering four age levels: grades 2, 5, 8 and 11 in the Swedish school system. We have conducted individual, semi-structured interviews with boys and girls at all these levels. In addition, we have collected data by methods that could be used in classroom groups in grades 5, 8 and 11: free writing, association tests, tests of knowledge, and questionnaires about beliefs, feelings and attitudes (see References 54, 100, 102, 103, 105, 110, 114, 115 and 123).

Conversations about war and peace with Swedish children in grade 2 are

reported in Reference 110. We observe that to these children war and peace is an important subject that they take very seriously. We also note that the children experience fear that they need to talk about; that they need to express their thoughts and feelings. Instead, however, they are often offered superficial consolations that nullify their feelings and reduce their self-esteem. – Free writing by pupils from different grade levels often gives a good picture of conceptions and values (see, for example References 54 and 100). – We take a particular interest in enemy images and have also initiated studies in this problem area among university students and in other countries (cf References 30 and 78).

Collection of viewpoints from experts and parties interested in the peace-education or peace-research sector

We have carried out a series of interviews with people who have taken an active interest in peace education and/or peace research. Some of the interviews were conducted with Swedish teachers who have been especially active in the field of peace education, while others were carried out with people who belong to the international community of peace educators or peace researchers. Some of our interviewees will no doubt be familiar to many of you: for example, Robert Aspeslagh, Elise Boulding, Birgit Brock-Utne, Robin Burns, Morton Deutsch, Magnus Haavelsrud, Ian M. Harris, Herbert Kelman, Robert Muller, Eva Nordland, Hanns-Fred Rathenow, Douglas Ray, Betty Reardon, Paul Smoker, Lennart Vriens, Riitta Wahlström, Håkan Wiberg, Nigel Young, and Jan Øberg.

Each interviewee had the opportunity to examine an edited transcript of the tape-recorded interview; thereby important clarifications and additions were often made. After this procedure, we had a final, revised and accepted basic text, which we have used in *three different ways*.

We have often published *miniprints* with the full text of one to four interviews as a handy starting-point for discussion (cf References 8 or 58). We have also published a few more comprehensive *collections of interviews* (cf References 4 and 21). The most recent collection is presented in a small book entitled "Perspectives on Peace Education: Interviews with Experts from Fourteen Countries" (Reference 40). So far, about sixty full-length interviews have made their way into our publications. Finally, certain *main themes* of the interviews have been examined in separate reports (cf, for example, References 31, 38, 39 and 44).

In addition to these individual interviews, we have also collected data by

means of questionnaires directed to teachers with a special interest in the peace area. So far, we have approached groups of teachers belonging to "Teachers for Peace" (or related organizations) in five countries: Denmark, Finland, Norway, Sweden, and the United States. Among other things, our questions to these teachers deal with their personal experiences in the area of peace education and the kind of difficulties they have encountered in these endeavors (cf Reference 67).

Classroom processes

The project has established and worked with a regional reference group of teachers with a special interest in peace education and representing various levels in the Swedish school and teacher training. Working with this group had several purposes: (1) to be able to discuss the advantages and disadvantages of various classroom procedures and educational materials; (2) to stimulate the teachers to tell us about and, in some cases, give us written documents about their own earlier experience of peace-related education; and (3) to establish cooperation between our researchers and the teachers for the co-planning of classroom work that we will be able to follow and evaluate.

Three reports have been compiled that relate to the second of these purposes (References 68, 112 and 118). One of them (entitled "Why does one go to war?") presents a subject-specific type of peace education with a focus on writing and reading fiction. The aim was to stimulate and work with the idea that questions of peace and war are related to personal responsibilities, and also to make the students aware that wars are often idealized and described in heroic terms in a way that conceals the suffering and the fears inherent in mass violence. The activities consisted of reading poetry and books on war and subsequent analyses through discussions and the students writing their own stories. The author worked with grade 9 students but considers the general procedure adaptable to other levels of the school, suggesting that the work could be usefully extended with role-playing exercises.

More general discussions of processes and materials in peace-oriented teaching are presented in some of our reports by, for example, Margareta Carlander in 53 and 55. Both these reports are constructed in the same general way: the first part presents more general and theoretical points of view on peace and conflicts and the educational handling of these issues, while the second part contains a number of ideas for concrete exercises in the classroom.

Some themes tend to recur both in the international discussions as mirrored in our expert interviews and in the local work with various ways of handling

peace-related classroom tasks. In Box 4 I have tried to depict a few of the polarities of views arising with respect to how to give peace education a place in the conventional teaching-learning system of a school.

Box 4.

Approaches to Peace Education: Examples of Variations as to Position in the Teaching-Learning System of a School

one-subject orientation	←—————→	all-subjects orientation
orientation towards special occasions	←—————→	orientation towards a continuous perspective
explicit peace education; peace education as "text"	←—————→	implicit peace education; peace education as "context"

Without going into any detail here, let me just say that our experiences have led us to recommend the *right-hand* alternative in the *first two* polarities; whereas when we consider the *third* polarity, we think that peace education should work with *both* types of effort – both "text" and "context". (For further discussion of these polarities, see Reference 37.)

Other publications

Some of our publications have been of an analytic, argumentative or illustrative character (for example, References 12 and 17). Among other things, they discuss which sub-goals should be pursued in the course of a peace-oriented education process. Mention can also be made of brief presentations of debate and research and development related to peace-oriented school activities in Sweden (References 27 and 28).

Our reference list also includes some publications which are not part of our main set of studies but which deal with the same general problem area and have been published in the series of reports issued by our department. They include two reports on peace-oriented work in pre-school education (References 51 and 119); a study of educational drama as a means of generating empathy and influencing attitudes towards deviant groups among grade 8 students (Reference 63), and a summary of the findings from a questionnaire study on peace education in Swedish teacher training (Reference 91).

Continued work – an invitation to cooperate

We in the project group at the Malmö School of Education intend to continue research and development work under the umbrella heading "Preparedness for Peace". At present we plan to focus the continued work on three areas: (a) Immigrant students as resource persons in the school's work on internationalization, peace and ethnic relations (cf Reference 7); (b) Advantages and disadvantages in specific learning materials related to peace education; and (c) Hindrances and possibilities in the school's work with the theme "global survival" (integrating environment-related and security-related problems in the spirit of the Brundtland Commission).

We are interested in establishing contact with research and development projects with similar aims in other countries. In concluding, I will specify three examples out of several specific areas where we would appreciate cooperation.

First we would like to conduct further interviews with experts or people with a special interest in the field of peace education. *Second*, I think that it would be valuable if parallel studies were carried out in other countries with some of the instruments we are using in our developmental studies on conceptions. For example, we use an association test, which means that children write down, in the classroom, what they happen to think of when they listen to selected stimulus words, such as "peace" or "enemies of our country", during two-minute periods. *Third*, I think that it would be of interest to extend the questionnaire study of teachers belonging to "Teachers for Peace" (conducted primarily in Scandinavia) to some other countries. We have English, German and Swedish versions of the present questionnaire and would be pleased to discuss the possibility of such extended studies.

Should you be interested in any of the possibilities I have touched upon here, please let me know.

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Reports and pamphlets can be ordered from: School of Education (att: T. Löthman), Box 23501, S-200 45 Malmö, Sweden.

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